

Arizona Department of Education

Early Childhood Education

ECE Unit and Head Start State Collaboration Office



NEWSLETTER

JANUARY 2013

Please share this publication with all of your preschool and related services staff (speech pathologists, occupational therapists, etc.) and other interested parties. Past publications are online.

GOLD

By: Holly Ford

Happy New Year!

As a state, we are in our second year of using Teaching Strategies GOLD as the statewide instrument to measure child outcomes. Yet, this is our *seventh* year of implementing on-going progress monitoring in early childhood programs. Over this time, early childhood educators and administrators have made tremendous strides in refining their assessment process to the benefit of the children they serve. We are proud to report that teachers in Arizona are currently monitoring the developmental progress of over 32,000 children using GOLD!

Our challenge going forward is to make sure we are using this information to provide children with the highest quality instruction, interventions and environments that place them on a trajectory for success in kindergarten and beyond. Though we are in the *middle* of a *school* year, now is the *perfect* time to stop and reflect on how we can make the greatest impact for children in the few remaining months.

Set a goal to make meaningful use of GOLD data before this school year ends.

See this month's GOLD Nuggets for support and suggestions. We love to hear from you too! Contact Holly Ford at 602-542-2790 or holly.ford@azed.gov.

SIGN UP NOW FOR BOOT CAMP!

Boot Camp is scheduled for June 10-13, 2013. This year's sessions will be held at the Phoenix Marriott Mesa. Registration is now open through the [Early Childhood Calendar of Events](#).

Lighthouse Programs

Laveen Elementary
Phoenix
602.237.9100

Sunnyside Unified
Tucson
520.545.2000

Flowing Wells Unified
Emily Meschler Early Learning Center
Tucson, AZ
520.696.8800

Isaac Elementary
Phoenix
602.442.2900

Peoria Unified
Phoenix
623.486.6470

Contact Juliana Panqueva to schedule a visit for ADE/ECE staff member to put your program on our Lighthouse Registry!!



Instructional Strategy: Scaffolding

By : Terry Doolan

Scaffolding is an effective instructional strategy that supports a child in learning something new based on what they already can do or know. When we ask a child a question and they get it wrong, rather than saying they are wrong and moving onto someone else for the answer we should scaffold in a way that a young child can figure out the answer based on what they already can do or know. For example, while reading a book a teacher asks, "Where did Willie go for his mother?" If the child responds incorrectly, the teacher can direct the child to the book and the picture of Willie carrying the grocery bag as a hint. The scaffolding teaches the child to look at what he/she has already heard or seen to help him/her get answers. It is the beginning of making analyses and coming to conclusions that are evidence-based, a skill that is essential to becoming a skilled reader.

If a child is learning to walk on a balance beam, a teacher can use several methods to scaffold for the child. She may start with tape on the floor for the child to walk on. Once the child feels confident walking on the tape, the child can move to a balance beam with the assistance of the teacher. As the child walks on the balance beam, the teacher may walk next to the child with a hand outstretched. If the child needs the support he/she can place a hand on the teacher's hand or arm. The scaffolding encourages the child to take risks he/she may not otherwise be inclined to.

In both of these instances, the teacher gave just enough support for the child to be successful. We don't want to over power or hover. For example, holding the child's hand as he crosses the balance beam or saying "Look at the grocery bag. That means he went to the grocery store." Scaffolding is not about giving solutions; it is about assisting children in reaching conclusions, finding solutions, solving problems, etc. for themselves.

Scaffolding can be in many forms such as asking a question, providing a picture or diagram, giving hints, offering physical assistance as needed, or providing a peer model or partner. Remember that as the child becomes competent or skilled at a task, we can begin to pull the support away. The goal is to enable the child to integrate this new information/skill with what he/she already knows, allow time for him/her to practice this new skill or to use this new information until it becomes a part of her knowledge base or skill set.

Service Pages and Times of Instruction

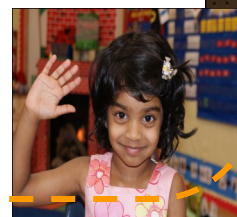
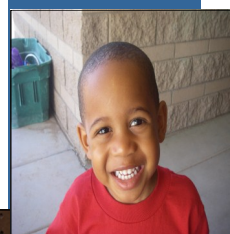
By: Val Andrews-James

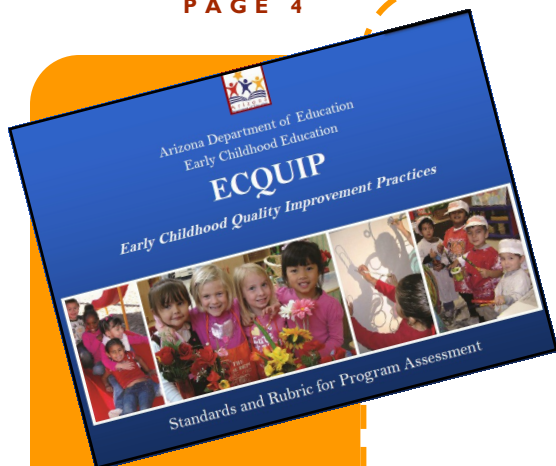
As a follow-up to our previous article, we've corrected Occupational Therapy and Physical Therapy to specifically identify what the related service includes (see red text below). Just as we are more specific with Speech and Language therapy being receptive/expressive, articulation or language or even more specifically phonology, syntax, semantics or pragmatics, fluency or voice therapy, it is important we are specific with what services the OT and PT would be providing. This is guidance in the Monitoring Guide Steps on page D-30.

Special Education Services	Time	Location	Staff
Preschool cognitive, communication, social/emotional, behavioral & adaptive instruction and carry over skills for SLP, OT and PT goals.	120 min/week	Head Start Classroom	ECSE Teacher
Related Services	Time	Location	Staff
Artic Therapy & Language Therapy	60 min/week	Head Start Class and/or SLP room	SLP
Sensory Integration therapy	20 min/week	Head Start Class and/or sensory room	OT
Gross motor therapy	10 min/week	Head Start Class and/or playground	PT
Transportation	Daily	Curb to Curb; Front of complex	Bus Driver
Supports for School Personnel	Time	Location	Staff
SLP Consultation at team meetings to assist in implementing/reinforcing goals.	1 hour/month	Head Start Class	SLP/Head Start Team
OT Consultation at team meetings to assist in implementing/reinforcing goals.	1 hour/month	Head Start Class	OT/Head Start Team
PT Consultation at team meetings to assist in implementing/reinforcing goals.	1 hour/month	Head Start Class	PT/Head Start Team
Assistive Technology Consultation and training on PECS and electronic device.	Ongoing coaching quarterly.	Head Start Class	AT Team, Head Start Teacher, Teacher Assistants
Communication & Literacy Development Trainings	4 times/year	Head Start Class	ECSE Team/Head Start Team

Keep in mind that Exceptional Student Services and Early Childhood Special Education monitors look throughout the whole Individual Education Program (IEP) to identify compliance, so if an item is not listed in an exact spot, such as on the services page, they do look for the information throughout the whole document for specific compliance. Thanks to Craig Carter for helping us clarify this point and catching our non-compliance in the last newsletter. It takes a village!

"Fairness is not everyone getting the same thing. Fairness is when every child gets what they need."





ECQUIP

To meet the annual requirements of the [Early Childhood Quality Improvement Process](#), districts can now upload [Quality Enhancement Plans](#) to the ALEAT (Arizona LEA Tracker) system. Since the process of uploading Enhancement Plans to ALEAT was a new requirement that began in late fall, districts should upload their 2012-13 Enhancement Plan by **March 30, 2013**.

Going forward, Quality Enhancement Plans should reflect implementation strategies intended for the *upcoming* school year. Here is a timeline of due dates as we transition this process:

March 30, 2013: 2012-2013 ECQUIP Enhancement Plan uploaded to ALEAT

May-August 30, 2013: 2013-2014 ECQUIP Enhancement Plan uploaded to ALEAT

May 31, 2014: 2014-2015 ECQUIP Enhancement Plan uploaded to ALEAT

Questions about ECQUIP Process: ECEInbox@azed.gov / 602.364.1530

Questions about ALEAT: ALEAT@azed.gov / 602.542.4353

*Kindness is
the language
which the deaf
can hear and
the blind can
see*

~Mark Twain

Early Childhood Annual Survey

The Arizona Department of Education annually surveys school districts as part of our effort to provide “Knock Your Socks Off Customer Service”. It is important for us to know what we are doing well and what we need to improve. As a way to measure our service to you and your needs, the Annual Survey that applies to the Early Childhood Education Unit will be sent in February. Please watch for the Early Childhood Education Survey in **February of 2013!** Your input will be greatly appreciated!!!



Empower Pack

As of January 1, 2013, the Empower Center Standards have been updated. Please download this one page document at the [Empower Pack website](#).

Participating programs/providers receive the following benefits:

1. reduced licensing fees
2. a state-issued Empower Center designation
3. an Empower Pack

Arizona Statewide Early Childhood Autism Project (AzSECAP) Accepted Applications

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by Val Andrews-James



We are pleased to announce that nine district teams have been selected to participate in the first cohort of the Arizona Statewide Early Childhood Autism Project (AzSECAP). A committee reviewed twenty-three applications and district teams were chosen based on committee evaluation of the applications, ability of each team to fully participate as well as description of need and geographical location. We anticipate being able to accommodate all twenty-three teams of applicants over time and will work toward a plan for Cohort #2 (Fall of 2013) and Cohort #3 (Spring of 2014). If you were not chosen for Cohort #1 please be excited that we plan to have you participate in the near future. Stay tuned! The applications demonstrated a high need for this type of professional development with follow-up coaching that is being offered by STAR Autism Support® and the Arizona Department of Education's Early Childhood Education Unit. Our goal is to build the capacity of district early childhood autism teams to work with children who have or are suspected of having an Autistic Spectrum Disorder (ASD). The nine districts in Cohort #1 are:

Peoria	Window Rock	Tuba City
Isaac	Holbrook	Mesa
Deer Valley	Amphitheater	Douglas



The Autism Awareness Ribbon

The puzzle pattern of this ribbon reflects the mystery and complexity of autism.

The different colors and shapes represents the diversity of people and families living with this disorder.

The brightness of this ribbon signals hope - hope through research and increasing awareness in people like you.

Congratulations! We are excited about this first round of participants and we will provide further information for future cohorts as plans are finalized.



The Arizona Division for Early Childhood (AZ DEC) in conjunction with
The Arizona Department of Education-Early Childhood Education presents

The Incredible Flexible You: Teaching Social Thinking in the Preschool and Early Elementary Years

Ryan Hendrix MS, CCC-SLP

Kari Zweber Palmer MA CCC-SLP

Saturday, March 2, 2013
9 AM to 3 PM

Cardon Children's Medical Center (on the campus of Banner Desert Medical Center)

Rosati Education Center-Saguaro Room
1400 S. Dobson Road, Mesa, AZ 85202

Visit the [AZ DEC page on Facebook](#) to find out more information
and to download the registration form with cost information



*The best and most
beautiful things in
the world cannot
be seen or even
touched ~ they
must be felt within
the heart.*

~ Helen Keller

ACE Study

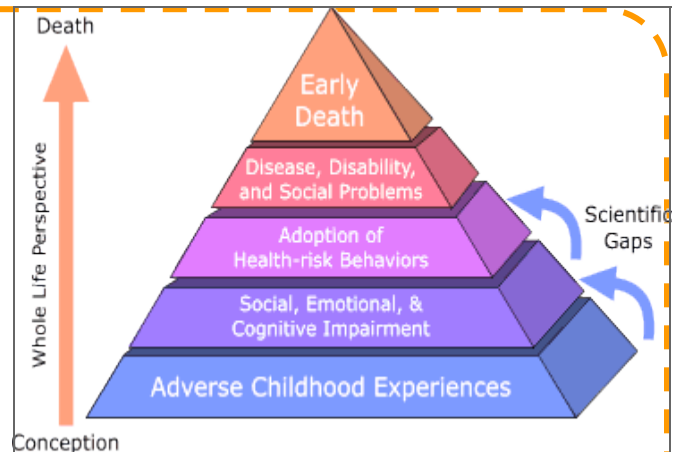
by Kathy Coloma

The Adverse Childhood Experiences Study examined the influence of adverse childhood experiences on the physical, mental, social and economic health of the study participants. The study found

50% of the participants had experienced 3 or more of the categories. The study uncovered a strong relationship between the ACEs and the prevalence and development of risk factors for disease, mental health and social impairment across the lifespan. Arizona's ACE Consortium is bringing the study to Arizona in 2014.

For more information and to get involved, visit these websites:

- www.azpbs.org/strongkids
- www.acestudy.org
- www.cdc.gov/nccdphp/ace



Changes at Arizona Early Intervention Program (AzEIP)

by Kathy Coloma

Arizona Early Intervention Program's Executive Director and Part C Coordinator for Arizona, Molly Bright, has taken a position within the Department of Economic Security. We wish Molly well and look forward to working with Karie Taylor as interim Executive Director.

Contracts have been awarded and training is starting for the new Team Based Model for Early Intervention Services. You can access a list of the agencies who are contracted effective February 1, 2013 to provide team based services to children and families who are eligible for Part C Early Intervention Services. To find the list of contractor awards please click [here](#).

Please take the time to update your Early Intervention Transition procedures with the new contacts. It may be helpful to meet with them in person to establish collaboration.

Public School Leadership Alliance for Young Children
(formerly known as Early Childhood Consortium)

The PLAY Group met on October 15, 2012 and January 10, 2013. The meetings included discussion of issues such as upcoming certification changes, Teaching Strategies GOLD, Reading Foundations Training, and a new cohort available for the MA in Early Childhood Special Education program at NAU's North Phoenix location. ADE looks to the consortium as a stakeholder group. Please consider joining the group and be a voice for Early Childhood teachers and administrators!

If you are interested in being a part of this exciting, dynamic and active group and would like to be added to the listserv in order to receive e-mails and meeting information, please contact:

Kim Freehan
Early Childhood Specialist
Mesa Public Schools
kafreeha@mpsaz.org

Upcoming Meeting Dates

Feb 13 – Gilbert
April 11 – Chandler
May 8 – ADE, Central Ave Location

88%

*The number of
students who failed
to earn a high
school diploma
that were
struggling readers
in 3rd grade*

Students who
cannot read by
the end of the 3rd
grade are four
times more likely
to drop out of
high school

PROFESSIONAL DEVELOPMENT

Have you been to the professional development website lately? Be sure to see what's offered as you kick off 2013!! [Early Childhood Calendar of Events](#). Sign up today!

Early Childhood Education Contact Information

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Val.Andrewsjames@azed.gov

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Holly.Ford@azed.gov

AzEIP Alerts and Early Intervention Transitions ques-
tions, contact:

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**Willette Watts, Program Specialist
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Willette.Watts@azed.gov

Great Resources

[Exceptional Student Services
\(ESS\) Data Event Calendar](#)

Teaching Social Communication
To Children with Autism—
A Manual for Parents and
A Practitioner's Guide to Parent
Training (Ingersoll and
Dvortcsak)

Reminders

**Next GOLD Checkpoint
2/8/13**

Association of Supportive Child
Care—[Catalog of Professional
Development](#)

